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SCHOOL DROPOUT PREVENTION PILOT PROGRAM

INVENTORY OF POLICIES AND PROGRAMS RELATED TO DROPOUTS IN CAMBODIA



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**Inventory of Policies and Programs
Related to Dropouts
in Cambodia**

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Acronyms

ADB	Asian Development Bank
AFESIP	Agir pour les Femmes en Situation Precaire
AME	Asia and Middle East Bureau
APE	Association for the Protection of the Environment
ASK	Advanced Study of Khmer
BFD	Buddhism for Development
BROK	<i>See PROK</i>
BSDA	Buddhism for Social Development Action
CCBO	Community Child Based Organization
CDRCP	Cambodia Development and Relief Center for the Poor
CEDAW	Committee on the Elimination of Discrimination Against Women
CFS	Child-Friendly School
CFSI	Child-Friendly School Initiative
CIDC	Cambodian Islamic Development Community
CNCW	Cambodian National Council for Women
COTR	Contracting Officer's Technical Representative (USAID)
CTB-BTC	Cooperation Technique Belge/Belgian Technical Cooperation
DAC	Disability Action Council
DEC	Development Experience Clearinghouse
DOE	District Office of Education
DTMT	District Training Management Team
DTP	Damnok Toek Poipet (Child Rights Protection)
EBEP	Expanded Basic Education Program
EEQP	Enhancing Education Quality Project
EFA	Education for All
EMIS	Education Management Information System
ESP	Education Strategic Plan
ESSSUAP	Education Sector Support Scale up Action Plan
FTI	Fast Track Initiative
GCC	Girls Council Committee
GCE	Global Campaign for Education
GYK	Obrum Yu-weh!chun nung Kayla (Education of Youth and Sport)
HCEP	Highland Community Education Project
HEKS	Swiss Interchurch Aid
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IBEC	Improved Basic Education in Cambodia
ICC	International Cooperation Cambodia
IIP	Investing in People
ILO	International Labor Organization
KAFDOC	Khmer Association for the Development of the Countryside

KAPE	Kampuchean Action for Primary Education
KCDI	Khmer Cultural Development Institute
KNKS	Kumar Ney Kdey Sangkheum
KPF	Komar Pikar Foundation (Foundation for Disabled Children)
KRY	Krousar Yoeung Association (Early Childhood and Parenting Association)
KT	Krousar Thmay
KYA	Khmer Youth Association
LCDI	Leadership and Character Development Institute
MHRD	Ministry of Human Resource Development
MJP	Maddox Jolie Pitt Foundation
MOEYS	Ministry of Education, Youth and Sport
MoLVT	Ministry of Labor and Vocational Training
MORE	Minority Outreach in Education
MoSALVY	Ministry of Social Affairs, Labor, Vocational Training and Youth
MoSVY	Ministry of Social Affairs, Veterans and Youth Rehabilitation
NEP	NGO Education Partnership
NFE	Non-Formal Education
NGO	Non-Governmental Organization
NH	New Humanity
OEC	Operations Enfants du Cambodge
OVC	Orphans and Vulnerable Children
PED	Primary Education Department
PKO	Puthi Komar Organization
PNKS	Ponleu Ney Kdey Sangkhum
POE	Provincial Office of Education
PROK	For Prokas/Prakas (proclamation)
PTA	Parent-Teacher Association
PTEA	PTEA TEUK DONG
PTTC	Provincial Teacher Training College
PVT	Prom Vihear Thor Organization
RDA	Rural Development Association
REDA	Rural Economic Development Association
RGC	Royal Government of Cambodia
RtR	Room to Read
SC	Sustainable Cambodia
SCA	Save the Children, Australia
SCADP	Street Children Assistance and Development Program
SCN	Save the Children Norway
SDPP	School Dropout Prevention Pilot
SIDA	Swedish International Development Agency
SMC	School Management Committee
SNN	Sekorday Nay Noum (Guidelines)

SRNN	Sarachor Nay Nom (Guidelines)
TDMP	Teacher Development Master Plan
THR	Take Home Ration
US	United States
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
UNIFEM	United Nations Development Fund for Women
UPWD	Urban Poor Women Development.
USAID	United States Agency for International Development
VSO	Voluntary Service Overseas
WFP	World Food Program
WP	Wathnakpheap

Executive Summary

Each of the four countries involved in the USAID-funded *School Dropout Prevention Pilot (SDPP)* program – Cambodia, India, Tajikistan, and Timor Leste – has set policies for the education of its children, some more extensive than others. Each has local and international non-government organizations (NGOs) assisting in the provision of education services, though the number of such groups varies from a few in Tajikistan to well over 50 in Cambodia. SDPP is tasked with implementation of a project in each country to reduce the dropout rate, and in each case the intervention must fit within the policy context and supplement, but not duplicate, current efforts. This report focuses on the policies and programs related to dropout in Cambodia.

To create an inventory of policies and programs, SDPP in-country implementing partner Kampuchean Action for Primary Education (KAPE) completed a matrix to describe about 40 topics that have proved relevant to school dropout rates, describing the content of the relevant documents and programs, their target group, and the ground reality of the implementation of the policy or program and its reported effect on dropout. In general, these topics cover the legal context of education (e.g., requirements for free and compulsory education, services for at-risk children and girls, school calendar and class sizes), the school facilities (e.g., accessibility and female-friendly), teacher recruitment, training, and behavior in the classroom (e.g., special recruitment of minorities or women, use of mother tongue), support services offered at the school in addition to basic education (e.g., bridge courses, health services, or meals), and cultural practices that may lead to dropout (e.g., early marriage). Following a presentation of Cambodia's policies and programs is a set of options for interventions that SDPP might use within the country, given the established educational context. It should be noted that the viability of these preliminary suggestions will be informed by the findings of the SDPP in-country situational analysis and discussions with the ministries of education and other key stakeholders.

Cambodia has a comprehensive set of education policies and is rich with NGOs actively involved in education, as exemplified by the count of 53 NGOs offering scholarship programs to students. The suggestions for SDPP interventions involve assessments of whether the policies are implemented as required and actively working to keep children in school and succeeding at their studies. Specifically, they involve:

- Analyze the effect of the requirement for semester tests on grade repetition and student dropout rate, and work with teachers or the examinations board to improve the use of assessment as a tool to increase student learning.
- Assess the consequences of an allowable class size of 59 children, explore options for teacher assistants, and provide special training for teachers in dealing with large class sizes to increase the level of child learning and reduce the dropout rate.
- Improve bilingual primary education by (a) assisting with translations of textbooks into ethnic languages, (b) using teachers and parents to produce short story books for children with ethnic characters, settings, and issues; and/or (c) working with teachers on strategies and tactics for use of multiple languages in the classroom.

I. Introduction

In order to make informed decisions about programs that may reduce the dropout rate in Cambodia, it is important to fully understand the policy context of education within the country and the set of programs currently operating. Interventions need to fit within existing policies, rather than contravene them, they must not unwisely duplicate existing programs, and they must have evidence of success in similar contexts. The literature review¹ on dropout programs conducted under the *School Dropout Prevention Pilot* (SDPP) program provided a number of suggestions of potential approaches to address the problem of dropout. This inventory of existing policies and programs, completed under the same contract, serves as the next required step in the path of building successful dropout prevention programs in Cambodia.

This inventory is divided into three sections. Following this Introduction, we describe the *existing policies and programs* in Cambodia, addressing more than 40 topics or areas that may affect student dropout. Then we translate the policies and programs into suggested *options for SDPP interventions* to address the specific policy context and existing programs. It should be noted that the viability of these preliminary suggestions will be informed by the findings of the SDPP in-country situational analysis and discussions with the Ministry of Education, Youth and Sport (MoEYS) and other key stakeholders.

An initial list of 42 policy topics was presented to in-country SDPP staff to research; edits reduced the number to 41; and staff in Cambodia added one topic unique to Cambodia. All topics were chosen because they have been shown to encourage parents to send their children to school (e.g., removing all fees for public schooling, forbidding child labor), support teachers in their provision of a quality education program (e.g., teacher code of conduct, use of mother tongue in the classroom), or help children stay in school (e.g., female-friendly facilities, provision of health care within schools). For the purposes of reporting and analysis, these topics have been grouped into five areas:

- (1) *Legal context of education.* This area specifies the education laws of the country and its rules of implementation, addressing both the ideas of free and compulsory education and the group of actions that, while unintentional, often exclude certain children from access (e.g., the cost of required uniforms or school supplies, entrance or leaving exams, gender policies, lack of services for at-risk children or those with disabilities, a school calendar out of synchrony with the agricultural season). In many cases, the laws state a philosophy or an approach to education, but inquiry into whether the law is fully implemented shows that it is more a goal than a current reality. An important issue to consider is whether the existing philosophy and curriculum provides a range of options in terms of what students are able to study, such as options for alternative or vocational education programs.
- (2) *School facilities.* Topics in this area include the provision of accessible and female-friendly facilities and dormitories or hostels. This is the “hardware” of education, the data on buildings that may or may not attract and hold children’s attention.

¹ *School Dropout Prevention Pilot Program Review of the Literature*, Creative Associates International, 2011.

- (3) *Teacher recruitment, training, and behavior in the classroom.* This area focuses on the process of delivery of education services within the classroom, beginning with each country's set of qualifications for teaching staff and the training they are offered and continuing with key aspects of their behavior in class: Do they use the children's mother tongue for instruction? Are they "child-friendly" in their teaching practices? How do they contend with misbehavior?
- (4) *School support services.* In addition to classroom teaching, many schools offer support services that can make a difference to a child attending or not. This area comprises such services as bridge courses for overage children, a noontime meal, health care, or life skills classes or clubs.
- (5) *Cultural practices.* This final area shows key cultural practices that may affect a child's continuance in school, such as the age children marry, the response to pregnancy, and any rites of passage that children must go through.

Following the main body of the report is Appendix A, which contains the full explanatory charts of policies and programs in each participating country and describes the resource documents, target group(s), comments on implementation, and the reported effects of the policies and programs on dropout rates. In most cases, formal evaluations of the effectiveness of various policies and programs in relation to dropout were not available. Instead, SDPP country staff met with MoEYS officials, funding or implementing agency representatives, and local education specialists to obtain their informed impressions of the effect on dropout.

II. Policies and Programs

A. Legal Context of Education

Table 1 shows the policy context in Cambodia with regard to the offering of compulsory and free education. The first five rows speak to the issue of the “compulsory” nature of education by describing whether the country supports education as a child’s right, has enacted laws to require schooling, has prohibited child labor (which is likely to keep children out of school), holds schools accountable for meeting state-imposed standards, and ensures that children attend classes. Cambodia’s Constitution, adopted in 1993 and amended in 1999, protects the right of children to education, and the country has accepted the United Nation’s (U.N.) Convention on the Rights of the Child, which includes a child’s right to education, but the country has not made elementary education *compulsory*. The Ministry of Education, Youth and Sport (MoEYS) is acting to ensure six-year-olds enter school, largely through advocacy campaigns. Cambodia does limit labor for children under 15, although SDPP staff commented that these limits do not cover the informal sector where most children are working, largely in family-run enterprises, such as farms in rural areas. Similarly, the country has national requirements for monitoring schools and ensuring regulations are met, but no specific programs to ensure that schools are held accountable for meeting all government-specified standards for education, and no equivalent of “truant officers” to check that children enroll, let alone remain in school. Thus, Cambodia could be said to *encourage* schooling but not require it, a practice that may create both an access issue in that some children may never attend school and an issue of retention as children may be removed from school with no consequences to the family.

Table 1: Cambodia’s Policies on Compulsory and Free Education

Policy Topic	Cambodia
1. Children’s rights	<ul style="list-style-type: none">• Includes the right to education in its constitution• Accepts the U.N. Convention on the Rights of the Child• Has adopted a child-friendly school policy that ensures all children have access to schooling• Supports community-driven advocacy initiatives, through UNICEF and various NGOs, to bring children into school
2. Compulsory education	Advocates for the enrollment of all 6-year-olds in grade 1, but education is not compulsory
3. Child labor laws	Forbids children under 15 from working in brick-making, fishing, garment and foot-wear sectors, specific hazardous enterprises; allows “light work” at age 12
4. School accountability	<ul style="list-style-type: none">• Sets national standards for education and requires monitoring• Uses funding from multiple donors to strengthen its management information system
5. Tracking/ follow-up of absent students	Requires documentation of student absences
6. School tuition and/or fees	Prohibits fees for first 9 years of education
7. Tuition subsidies/ scholarships	Through a Fast Track Initiative and 53 NGOs, provides

Policy Topic	Cambodia
	scholarships for poor children
8. Uniform requirements	Requires uniforms; many NGO programs supply them as a part of their scholarship programs
9. Provision of school supplies, textbooks, etc.	Provides materials and supplies, often through NGO programs

Tables 2 through 4 continue the review of the legal context in Cambodia by displaying a list of factors that are known to impede children's *access* to and *retention* in school. Such factors include the country's policies and practices regarding the following:

- *Examinations*, which may be required for children to enter a grade or new school cycle or graduate from grade to grade or cycle to cycle;
- *Promotion*, where schools may have a quota of children required to pass or a policy of automatically promoting children;
- *Age limits* for school cycles, so children may "age out" of a school, even though they have not completed the required work;
- *Gender*, which may encourage girls to enter and continue their education or form barriers for them;
- Services to *at-risk children* and those with disabilities, who may be excluded because of caste, tribe, language or physical/mental problem;
- *School calendar*, which may or may not adapt to the agricultural or fishing schedule of families;
- *Class size*, which may be so large that some children are "lost" in the crowd;
- *School distance from habitation*, which may be so long that parents do not feel it is safe or appropriate for children to make the trip;
- Provision of *transportation*, so that those relatively far from the school can easily make the trip; and
- *Transfer* requirements, which can facilitate a child whose family moves from place to place.

Table 2: Cambodia's Policies on Examinations and Promotion

Policy Topic	Cambodia
10. School entrance exams	None
11. Promotion quota	None
12. Automatic promotion	Requires students to pass exams at the end of each semester to progress
13. Age limits for school cycles	None
14. School leaving exams	Requires exam at the end of grade 12

With regard to examinations and promotion requirements, as shown in Table 2, Cambodia has no entrance exams for primary or secondary school, no age limits for a grade or cycle, and no promotion quotas. It does, however, require students to pass exams at the end of each semester in

order to be promoted, and it has implemented an end-of-cycle exam for secondary school to ensure students have learned the necessary material. The argument for such testing is that the MoEYS wants to ensure children are receiving a quality education and learning the material that is presented. Though this is an admirable goal, such requirements may lead to students dropping out, as the earlier SDPP literature review showed that children who are overage for a grade (often because they have repeated a grade) frequently choose to leave school.

Table 3 summarizes information on policies for equal access to and retention in school, regardless of gender, at-risk status (e.g., orphans, minorities), family income, or presence of disabilities. Cambodia has a number of programs to support girls, some operating through the government and some through NGOs: girls' counselors, gender awareness training, scholarships, and girls' council committees in remote areas. Support for at-risk students is also a significant part of its educational policies, and it offers a number of programs, largely through NGOs. An Inclusive Education Project expanded services to children with disabilities to 15 provinces, with 12 of them offering integrated classes for deaf and blind children. Their Alternative Care Policy, implemented in 2006, requires regular needs assessments of orphans and vulnerable children (OVC) and an increase in their access to services. NGOs are working on access and completion through counseling of those who have been absent, training to increase cultural sensitivity, training special education teachers, and delivering educational services to children with disabilities. It will be important to see the level of success of these endeavors, as few have yet been evaluated. One NGO², Voluntary Service Overseas (VSO), has assessed its effects, reporting that dropout rates have generally decreased where their services have been implemented.

Table 3: Cambodia's Policies and Programs to Support Girls and At-Risk Students

Policy Topic	Cambodia
15. Gender-related policies	Provides girls' counselors, gender awareness training for officials and teachers, equal access to course work, scholarships, and sports, and requires Girls Council Committees (GCC) in remote areas, especially where girls' dormitories are present, to follow up on absentees and check the quality of learning
16. Support for at-risk students	Requires equal rights to a quality education for children with disabilities and those at risk; trains teachers re: disabilities; and has NGO programs to counsel female dropouts, increase sensitivity toward minorities, and support children at risk with educational services

Table 4 summarizes Cambodia's positions on other issues that have been associated in the literature with access and retention. The first is that of school calendar. Since many children are needed by their families to participate in agriculture or fishing, which have seasonal variations in the need for extra help, many may be absent for weeks during a school term. One result of their absence may be falling behind in their course work, leading to a need to repeat the grade. Cambodia has a strict school calendar, although it has permitted one NGO (Save the Children

² It may be the case that other groups have evaluated such programs. However, the evaluation report may only be available at the presentation of the results, thus difficult to locate.

Norway, SCN) to pilot test the use of a flexible schedule. SCN reports that the flexibility has reduced the number of children needing to repeat classes.

Table 4: Cambodia’s Policies and Programs on Other Access/Retention Issues

Policy Topic	Cambodia
17. School calendar	Has policy to maintain a strict school calendar; one NGO program has piloted a flexible schedule
18. Class size	Limits class size in primary schools to 59
19. Access/distance to school	No limits
20. Transportation	Has NGO programs to supply bicycles or wheelchairs to those living at a distance
21. School transfer	Permits official transfer of secondary schools only in September and March

The other four items in Table 4 show that Cambodia has a mixture of rules, some of which enhance access, some quality, and some neither one. To enhance access, it has extended its approved class size to 59; relatively high, even among its counterparts in South Asia. Larger class sizes mean that children can become “lost,” with their needs unmet; thus, this size may lead to some children dropping out. Though they are working to “bring schools closer to where citizens reside,” there are currently no restrictions on the distance a child might need to travel to school. In consequence, the daily commute may become discouraging to children, and parents may view the distance as unsafe for their children (especially girls) to cover each day, leading to dropout. NGOs are working to minimize this issue through the provision of bicycles to children who live far away, generally as a part of their scholarship programs. Finally, Cambodia has a restrictive transfer policy: it is only possible to transfer at the beginning of the school term, so children whose family changes location may have to wait nearly a year to re-enter school after the move. This policy, too, may contribute to children dropping out of school.

B. School Facilities

Table 5 discusses two major policies with regard to facilities. As the table reads, Cambodia is involved in considerable school construction and facility improvement to try to lower the distance children must travel to the nearest school and make the buildings more child-friendly. They are also engaged in building dormitories for girls to help increase the rate of female completion of basic education.

Table 5: Cambodia’s Policies and Programs Concerning Facilities

Policy Topic	Cambodia
22. Accessible and female-friendly facilities	<ul style="list-style-type: none"> • Is engaged in extensive construction of schools and classrooms • Is funding, through UNICEF, facility improvements by upgrading water and sanitation
23. Dorms/hostel for students	Is building dormitories for girls so they may finish basic education through grade 9

C. Teacher Recruitment, Training, and Behavior in the Classroom

Also out of concern for increasing enrollments in school, Cambodia is actively recruiting teachers from underserved areas and underrepresented population groups (see Table 6). They have lowered the number of years of education (from grade 12 to grade 9) required for teacher candidates in rural and remote areas, approved a special recruitment among the Cham minority, and used scholarships to locate trainees from remote areas and assist community teachers to upgrade their skills to qualify in the regular teaching pool. The MoEYS has high expectations for teachers but, as yet, there is little in the way of special training programs beyond the regular pre-service offerings.

Table 6: Cambodia's Policies and Programs for Teacher Recruitment and Training

Policy Topic	Cambodia
24. Teacher recruitment	<ul style="list-style-type: none">• Both male and female candidates from rural and remote areas take the entrance exam of the teacher training college to become teachers. Female candidates are encouraged to take part and as a result around 60% of the successful candidates are female• Through KAPE, recruits such trainees, especially from the Cham minority• Through World Education, uses scholarships to recruit trainees from remote areas and assist community teachers to become state teachers
25. Teacher professional development	Works to improve the quality and efficiency of education through equipping teachers with modern techniques of teaching and learning

One rigorous item in their laws regarding education is their teacher code of conduct, which comprises six chapters and 30 articles covering the gamut of teacher responsibilities (see Table 7). Corporal punishment is forbidden, and there is a special course for primary teachers in one of the teacher training colleges to equip new teachers with skills for preventing bullying of students with a disability or those who are different in some way from the majority. Clear goals are set in their policy documents to make schools child-friendly, and a large number of NGOs are implementing programs to ensure such factors as the use of inclusive education, healthy and secure environments, and gender-sensitivity. Aware of the language difficulties of children from minority groups, Cambodia has also set guidelines for the use of the mother tongue in primary classrooms. While they clearly set Khmer as the official language for education, teachers (especially those in community schools) are encouraged to use a bilingual curriculum. All these elements should come together to introduce a large number of children to an encouraging school climate. What is important now is to see if these rules are actually being implemented and whether they are having the desired effect on enrollment and dropout rates.

Table 7: Cambodia's Policies and Programs on Teacher Behavior in the Classroom

Policy Topic	Cambodia
26. Teacher code of conduct	Defines teachers' obligations, parents' and students' roles and responsibilities, the relationship between teachers and students, teachers' professional work, and teacher punishment in case of abuse of students
27. Bullying/ harassment prevention	Has a program for primary school teachers in a teacher training college to help them prevent bullying of students because of disability or differences
28. Corporal punishment	Prohibits corporal punishment
29. Child-friendly schools	Implements child-friendly school programs at the primary level through 6 NGOs and at the secondary level through 4
30. Language of instruction	<ul style="list-style-type: none"> • Sets Khmer as the official language for education • Has developed guidelines for bilingual education for ethnic minorities • Encourages the organization of community schools with a bilingual education curriculum • Through ICC/CARE, offers a program to help indigenous people read and write Khmer and their own language

Table 8 extends the list of items relevant to activities in the classroom by addressing the structure of the material presented to students. In addition to the regular coursework, the strategic plan for the primary curriculum does include guidelines for implementation of an accelerated program for special groups of children. Educational institutions are also encouraged to offer vocational education, and many do through non-formal programs to promote reading, writing and professional skills among adults and overage children and to provide them with professional and computer skills. One measured outcome of these programs is that many young students taking literacy courses have been reintegrated into the public schools.

Table 8: Cambodia's Policies and Programs on Curriculum

Policy Topic	Cambodia
31. Primary and secondary school curriculum	Offers an accelerated program for special groups in primary school
32. Vocational education professional development	<ul style="list-style-type: none"> • Offers training that covers "all professions and skills" • Through at least 43 NGOs, implements activities in non-formal education, usually professional and computer skills, and often including literacy classes

D. School Support Services

Table 9 summarizes the additional services offered by schools or community institutions that may be of assistance to students and keep them in school. Specifically, in addition to the vocational and literacy programs discussed above, Cambodia has a number of remedial programs for children at risk of dropping out and a re-entrance plan to expand community facilities like

libraries and the skills of non-formal education staff so that students at risk of dropping out or those who already have can be comfortable in school.

A variety of programs are available in Cambodia to serve student needs:

- Nutrition programs offered by 15 NGOs supplying breakfast for children in grades 1 to 6 or take-home rations for children in grades 4 to 6;
- Health care and school safety partnerships among ministries and NGOs, including such services as health check-ups, vaccinations, interventions when communicable diseases strike, health clubs, counseling, health and safety education ;
- Life skills programs delivered in class and by NGOs on such topics as bicycle repair, agricultural skills, sewing, cooking, mushroom growing, and computer literacy; and
- Youth clubs, through which participants may get leadership training, do volunteer work, or attend literacy classes.

In addition, MoEYS encourages the formation and activity of Parent-Teacher Associations (PTAs) to support the school, doing such tasks as raising awareness in the community about the importance of education, supporting school construction, funding poor teachers, and following up on children's studying.

Table 9: Cambodia's Policies and Programs on School Support Services

Policy Topic	Cambodia
33. Remedial tutoring/ bridge programs	<ul style="list-style-type: none"> • Through at least 5 NGOs, offers remedial programs for children at risk of dropping out • Has a plan for re-entrance programs that will strengthen and expand community learning centers, libraries and reading centers and to upgrade the capacity of non-formal education staff
34. Provision of meals	Through 15 NGOs, delivers a morning meal for grades 1-6 in targeted schools and take-home rations for grades 4-6
35. Health care for students	<ul style="list-style-type: none"> • Mandates the "right" to health checks • Requires cooperation with public health services, for vaccination coverage, timely interventions in regard to communicable disease control and emergency help, encourages health clubs, provides counseling, improves food nutrition, and improves oral health • Brings together several ministry departments for de-worming, iron supplements for girls over 15, oral health, road safety, and food safety • Through numerous NGOs, ensures safe and hygienic conditions in schools and health care for students
36. Life skills workshops/ classes	Calls for local partnerships to provide life skills programs; many NGOs do so
37. Extracurricular activities	Through NGOs, establishes youth clubs
38. Community participation	Encourages the formation of PTAs and the participation of families in the running of their local schools
39. Livelihood skills for parents	Through NGOs, supports livelihood projects for parents to earn extra income

E. Cultural Practices

Though not a part of ministry rules for education, some cultural practices may affect a child's access to school and ability to stay in school. Such practices include the traditional age of marriage, traditional rites of passage that may interfere with a school schedule, and expectations if a girl falls pregnant. As shown in Table 10, Cambodia has a traditional women's "law" called the Chbab Srey, which is taught in households across the country and lays down gender roles and rules for women. Although the country's law says the legal age of marriage for men is 20 and women 18, Chbab Srey approves of girls marrying when they reach puberty, generally in grades 8 or 9. While the school has no policy to prevent a girl who has a baby from returning to school, Chbab Srey says she should be at home with the baby. Finally, though education is offered to all through grade 12, many parents do remove their children from school and put them to work long before the end of secondary school.

Table 10: Cambodia's Cultural Practices

Policy Topic	Cambodia
40. Age of marriage	Sets the age at 20 for men and 18 for women; the age can be reduced in cases of pregnancy with consent of parents/guardians
41. Pregnancy	Has no policy that prevents a girl from reentering school after giving birth, but in practice this does not occur
42. Rites of passage	Commonly has poor families taking children out of school to earn money (usually girls)

III. Options for SDPP Interventions

Cambodia has a comprehensive set of education policies and is rich with NGOs actively involved in education, as exemplified by the count of 53 NGOs offering scholarship programs of one sort or another. Whereas in some countries, the suggestion of working with the education ministry to create policies is a valuable approach, in the case of Cambodia there are policies in place, and it is more relevant to help the MoEYS determine whether the policies are fully implemented and actively working to keep children in school and learning well. SDPP might profitably intervene in the following ways:

- (1) Analyze the effect of the requirement for semester tests on grade repetition and student dropout rate, and work with teachers or the examinations board to improve the use of assessment as a tool to increase student learning.**

End-of-semester tests are most likely required to ensure that students are learning the material in the curriculum and, perhaps, to see that teachers are offering the quality of education that they should. However, such tests can be discouraging to students, especially if they are rigorous enough that a lot of children fail. One of the strongest predictors of student dropout cited in the earlier SDPP literature review is having been retained in grade or being overage for grade. If these semester exams are prepared by teachers, SDPP staff might explore the contents of the tests at a variety of primary schools and the consequences for children, and then engage in training and mentoring about child assessment to help teachers use a continuous assessment process to measure not just student acquisition of facts but also comprehension of ideas and ability to use the knowledge. If these exams are standardized and implemented nationwide, then SDPP might work with the examinations council or board to broaden the kinds of questions and responses that are asked for, extending the set from the one-right-answer format.

- (2) Assess the consequences of an allowable class size of 59 children, explore options for teacher assistants, and provide special training for teachers in dealing with large class sizes to increase the level of child learning and reduce the dropout rate.**

Cambodia's class size limits are higher than most other developing countries and may well mean that quiet children become lost – and eventually drop out – and few children receive the special attention they need to ensure their understanding of the material. SDPP might examine the current class sizes in primary schools (some might be small because of a small local population), talk with the MoEYS about possible interventions, and implement one. It may be that it is possible for the MoEYS to hire teacher assistants who can work under a fully qualified teacher to help small groups or individual children, but at the least, SDPP could offer a training program to teachers on working with large classes to introduce guidelines for group work, use of older children to tutor younger, etc.

- (3) Improve bilingual primary education by (a) assisting with translations of textbooks into ethnic languages, (b) using teachers and parents to produce short story books for children with ethnic characters, settings, and issues; and/or (c) working with teachers on strategies and tactics for use of multiple languages in the classroom.**

Cambodia's education policies show considerable concern that children in ethnic minorities have access to education through a bilingual program that honors their mother tongue and introduces Khmer. However, the program is stalled because bilingual textbooks and curricula have not been developed and teachers are not yet skilled in bilingual education techniques. SDPP could potentially assist in the process of production of some bilingual texts, introduce them to teachers in training sessions concerned with the pedagogy of bilingual education, and support teachers in their first year of using the texts. Alternatively, SDPP could engage in a Children's Book Project, following the pattern for such projects set in Tanzania, where an NGO brings together members of the education community, largely primary school teachers, in workshops in which trainees are provided support and encouragement to write and illustrate a children's story. Such stories may be pieces about the history of their ethnic group, fiction that involves children and families like them, biographies of important tribal members, informative texts about local plants or animals, or personal stories. SDPP could "publish" the best of these stories in the sense of producing multiple copies, distributing them to the relevant primary schools, and working with teachers to incorporate the books into the curriculum.

Appendix A: Chart of Policies and Programs for Cambodia

Cambodia Policies and Programs That May Affect Student Dropout

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
LEGAL CONTEXT OF EDUCATION				
1. Children's rights	Cambodian Constitution 1999³, Article 48: The State shall protect the rights of children as stipulated in the Convention on Children, in particular, the right to life, education, protection during wartime, and from economic or sexual exploitation. The State shall protect children from acts that are injurious to their educational opportunities, health and welfare.	Children	Of particular concern is that the Labor Law 1997 does not cover the informal sector, where more than 90% of 'working children' are employed. ⁴	
	UN Convention on the Rights of the Child, ratified by the Royal Government of Cambodia (RGC) in 1992, Articles 23, 28-32 recognize the right of the child to education ... progressively and on the basis of equal opportunity; and (a) ensure disabled children have effective access to and receive education; (b) make primary education free and compulsory; (c) encourage the development of different forms of secondary education, including general and vocational education, that are available and accessible to every child; (d) take appropriate measures such as the introduction of free education and offering financial assistance in case of need; (e) make educational and vocational	Children	The government and NGOs have made a great deal of effort to follow the UNCRC and ensure that policies and programs are supporting the rights to be realized (e.g., disability law to support children with disabilities to access school, abolishing of school registration fees since 2000, provision of vocational education, provision of scholarships, policies on child labor).	

³ Adopted 1993, amended 1999

⁴ ILO, UNICEF and the World Bank. (2006). *Children's Work in Cambodia: A Challenge for Growth and Poverty Reduction*, p. ii and v.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	information and guidance available and accessible to all children;(e) take measures to encourage regular attendance at schools and the reduction of dropout rates, (f) promote the development of the child to its fullest ability, (g) promote the rights of children of ethnic, religious, linguistic minority groups to enjoy their own culture, religion and language, (h) ensure equal opportunities for cultural, artistic, recreational and leisure activity, and (i) protect the child from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education.			
	Child Friendly Schools Policy, 2007, Dimension 1: To ensure and support all children, especially children in difficult circumstances (children of poor families, girls, orphan children, child victims of domestic violence, disabled children, ethnic minority children, children affected by drugs, children affected by HIV/AIDS and other diseases), to have access to schooling with equity.	All children		A comparative analysis of UNICEF supported CFS schools versus non CFS schools in 2008 did not measure impact in terms of drop out but indicated some positive changes including that schools were more welcoming to the disabled and had greater gender responsiveness ⁵
	UNICEF's Seth Koma Child Rights Program protects the rights of children and women and improves their lives through community-driven initiatives to improve health, nutrition, education, and water and sanitation services, while also opening new	Children, mainly those under 5 years of age	The program provides: <ul style="list-style-type: none"> • Support in the development of village action plans focusing on challenges facing women and children and determination of the best activities to address them; 	

⁵ Expanded Basic Education Program (EBEP) Phase II: 2006-2010; Review report of year 2009, Mission to Cambodia 12-26 March 2010, SIDA Advisory Team, p19

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	economic opportunities for vulnerable households and communities, as well as providing preventive and psychosocial care.		<ul style="list-style-type: none"> • Health, hygiene and nutrition education activities, combined with functional literacy classes targeted towards out-of-school children, youth and women; and • Community awareness-raising on domestic violence, behavior change toward children and child care. <p>To date, UNICEF has</p> <ul style="list-style-type: none"> • Developed training modules on child rights, health, education and protection benefiting local commune council members in 130 communes; • Reached 42,000 people through advocacy efforts in health promotion, women and children's rights; and • Supported 598 community pre-school classes with over 12,000 children enrolled.⁶ 	
	Many NGOs offer programs that advocate for child rights.	Communities and authorities	As above	
2. Compulsory education	Education Law 2007, Article 32: Enrolment of children for grade 1 shall be set at an age of 6 (six) years or at least 70 (seventy) months on the date of the beginning of the school year.	Children aged 6 years or at least 70 months	Compulsory education is not specified, only the right to education, and there are no punitive measures if a child is not enrolled. In consequence, there is no pressure on parents to ensure the child goes to school.	<p>The lack of sanctions could have an effect on access and dropout.</p> <p>Children who enter school on time have a lower dropout rate.⁷</p>

⁶ United Nations, "Seth Koma"-Survival and Development of Children in Rural Cambodia (2007). Available at <http://ochaonline.un.org/TrustFund/ProjectProfiles/SethKomaChildrightsCambodia/tabid/2119/language/en-US/Default.aspx>

⁷ Interview with Mr. Pech Bunna, Chief of MoEYS Primary Education Department, Phnom Penh, 11 February 2011.

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	MoEYS Guideline No. 24 GYK/SNN, Process of Public Primary Education and Pre-School Establishment, 2010 encourages parents/guardians of children of school age to enroll on time and to allow children to continue their study (depending on family acceptance, standard of living, or the child's willingness). ⁸	Children aged 6 years or at least 70 months	Implementation of this guideline has included enrolment campaigns, TV spots before the beginning of the new academic year; banners and posters, and radio talk shows on enrolment.	These campaigns have resulted in a decrease in late enrolment and reduction in the dropout rate (as reported in the national report ESP 2006-2010). ⁹
	Education Strategic Plan 2009-13, Policy 1: Ensure entry of all 6 year olds into primary school including marginalized groups ¹⁰ such as children with disabilities, ethnic minorities, and so on. Policy Action, 2011: The Primary Education Dept. (PED) developed a guideline on conducting a child census in villages and home mapping.	Children aged 6 years		Not yet measured.
3. Child labor laws	The Ministry of Social Affairs, Labor, Vocational Training and Youth Rehabilitation (MoSALVY)¹¹ Prakas on Working and Living Conditions in Brick-Making Enterprises, Item 6: Children under 15 years of age shall not be employed to work in any brick-making sites even though	Children under 15 years old		

⁸ Interview with Mr. Pech Bunna, Chief of MoEYS Primary Education Department, Phnom Penh, 11 February 2011.

⁹ Interview with Mr. Ung Ngohok, Director of MoEYS Secondary Department, Phnom Penh, 4 February 2011 - informed by MoEYS project funded by UNICEF.

¹⁰ Marginalized include: children from poor families, child labor, children in disadvantaged areas, children with disabilities, children affected by HIV/AIDS and other communicable diseases, etc.

¹¹ MoSALVY was separated in 2004 into two ministries, namely – the Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSVY) and the Ministry of Labor and Vocational Training (MoLVT)

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	helping their parent work; and Item 8: Those guilty of violating the provision of the present <i>Prakas</i> , referred to in Chapter XVI of the Labor Law, shall be fined or imprisoned.			
	MoSALVY Prakas on Fishing Work, Item 6: Children under 15 years of age shall be prohibited from working in fishing.	Children under 15 years old		
	MoSALVY Prakas on Working Conditions in Garment and Foot-Wear Sectors, Article 7: Children aged less than 15 years of age shall not be allowed to work in garment or shoe manufacturing enterprises, factories or as artisans; and Article 9: Those guilty of violating the provision of the present <i>Prakas</i> , referred to in Chapter XVI of the Labor Law, shall be fined or imprisoned.	Children under 15 years old		
	MoSALVY Prakas on The Prohibition Of Hazardous Child Labor, Item 1: Employers of enterprises or establishments referred to in Article 1 of the Labor Law shall be prohibited from using a child who has not attained 18 years of age in any type of work referred to in Item 2 of the present <i>Prakas</i> .	Children under 18 years old	If working children are not correctly certified to prove their age by official documents or the Labor Inspector has reason to believe that the official documents of such age certifying are fraudulent, a physician in the public service is chosen to clarify the children's ages.	
	MoSALVY Prakas on Determination of Types of Light Work and Employment That Children Who Have Attained 12 Years of Age May Be Hired, Item 1: Employers of enterprises or establishments referred to in Article 1 of the Labor Law shall be allowed to employ children who have attained 12 years of age in the types of light	Children under 15 years old	The types of light work referred to in the condition of Item 1 are: 1) Light feeding work in agriculture, caring for small domestic animals (however, not catching and killing those animals), planting work, collecting agro-product, fruit picking (however, not climbing), and cleaning; 2) Weeding and hoeing;	

Policy or Program Topic	Documents	Target group	Description/Comments	Reported Effect on Dropout
	<p>work listed in Item 2 of the present <i>Prakas</i>...Children who perform work as part of their vocational training may be employed for the types of work listed in Item 2 of the present <i>Prakas</i>;</p> <p>Item 2: Light work is the type of work that is not hazardous to the health or mental and physical development of children and does not affect regular school attendance, the child's participation in guidance programs or vocational training approved by a competent authority;</p> <p>Item 3: Employers shall, when employing children between 12 and 15 years of age, ensure that the child's parents or guardians are familiar with the conditions of employment, including the length of working hours, school hours, risks of accidents and diseases which may be connected to the work, and occupational health and safety measures which have been adopted. Employers shall encourage working children to attend school, if possible; and</p> <p>Item 4: Daily working hours shall not exceed 4 hours on school days and 7 hours on days other than school days. The total actual working time shall not exceed 12 hours a week during weeks which include school days, and 35 hours a week during weeks other than school weeks.</p>		<p>3) Routine work for the marking of goods;</p> <p>4) Work in certain shops, such as fruit and vegetable businesses or newsstands and similar products;</p> <p>5) Receiving, packing, selecting, sorting out and assembling light goods and empty packaging;</p> <p>6) Light cleaning, clearing and table setting such as plate, spoons, forks, knives, etc.;</p> <p>7) Easy manual assembling (however, not soldering, welding or work with dangerous adhesive products);</p> <p>8) Painting work with protective gear, but not spray-painting;</p> <p>9) Easy work, such as sewing, filling bags, folding cartons and polishing ceramic and glass products, cutting off the ends of fabric, or reassembling other parts of clothes, or clearing an oil sediment on clothing products, or putting on a trademark and price of clothes;</p> <p>10) Marking and sorting out clothes for laundry;</p> <p>11) Checking and inspecting products;</p> <p>12) Internal messenger work;</p> <p>13) Light letter or message carrying, including delivering newspapers and other documents;</p> <p>14) Putting up books in libraries; and</p> <p>15) Lifting, shouldering, carrying, or handing light goods.</p>	

4. School accountability	<p>Education Law 2007, Article 21, Quality and Efficiency of Education: The state shall promote the quality of education to satisfy the basic education and professional needs for the careers of the learners to better improve their capacity and to enable the learners to efficiently participate in the development of the country. The state shall pay attention to equip appropriate and modern techniques of teaching and learning to ensure its quality and efficiency. National Education Standards, National Training Standards and/or National Capacity Standards shall be set by the Ministry in charge of Education in line with the policies of the Supreme National Council of Education; and</p> <p>Article 22, Assessment Mechanism to Ensure the Quality of Education: Educational institutions shall fulfill the National Education Standards, National Training Standards and/or National Capacity Standards to improve the quality of education. Either public or private educational institutions shall establish internal assessment mechanisms to monitor and assess the quality of education themselves and recommend measures for continuing to undertake monitoring and assessment. The internal assessment mechanisms shall be widely open for public participation. The Ministry in charge of Education shall establish external assessment of mechanisms for the implementation or the fulfillment of the requirements of the National Education Standards for educational</p>	Educational institutions		
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	institutions. The Ministry in charge of Education and the concerned ministries and institutions shall establish monitoring systems on implementation or the fulfillment of the requirement of the capacity standard of the educational establishment's incompliance with the policy of the Supreme National Council of Education to evaluate the education quality. The Ministry in charge of Education shall issue the guidelines on procedures for the processes of the monitoring and assessment mechanisms.			
	MoEYS Guideline No. 4 GYK/SRNN, 2009: The Role and Responsibility of the School Inspector. To promote good school governance, the school inspector should: <ul style="list-style-type: none"> • Set up a District Training Management Team to follow up on the implementation of the child-friendly school policy and to address MoEYS' EFA policy; • Develop a checklist for school inspections, and-report quarterly on each school's quality of teaching and student learning; and Conduct a midterm review of quality of teaching and learning. 	Schools and education institutions	During 2009 a team of National Core Trainers in charge of training DTMT members and acting as a pool of resource persons for CFS implementation nationwide was created. The DTMT have an inspection and advisory role when visiting schools and an extensive checklist has been developed for school visits. Training and support from VSO and UNICEF has built capacity of DTMT members across 24 provinces of Cambodia.	As this is still a new initiative, it may be too early to see any result.
	Cambodia's Capacity Development for EFA Program, 2010-2011 uses funding from multiple donors to strengthen education policy development, and mainstream literacy and non-formal education (NFE) in Education Sector-Wide Planning.	Public school system	This program should strengthen the NFE management information system and increase the capacity of NFE planners to use it, and increase the capacity of NFE stakeholders to use data to advocate and mobilize for their program.	Not yet measured.
5. Tracking/ follow-up on absent students	MoEYS Prakas No.1258 GYK/BROK: Internal Regulation for Public Primary Education Institutions, 2009, Chapter IV,	Primary	The local SDPP team observed that schools with a strong administration are more likely to follow up with students and families regarding	

	Article 14: Permission Letter: All child absences must have an official permission letter for class inspection by the responsible teacher. The permission letter must be provided from half day absenteeism up to 1 day. Parents or guardians have the right to ask for verbal permission. The teacher or the school director has full authorization to accept the permission letter.		absenteeism.	
6. School tuition and/or fees	Cambodian Constitution, 1993, Chapter VI: Education, Culture, Social Affairs, Article 65: The State shall protect and upgrade citizens' rights to quality education at all levels and shall take necessary steps for quality education to reach all citizens, and Article 68: The State shall provide free primary and secondary education to all citizens in public schools. Citizens shall receive education for at least 9 years.	Citizens	In practice, in many schools unofficial fees for an hour extra teaching or for copies of the lesson are paid to teachers who receive a low income. This practice is seen as a necessary supplement to support their families.	Payment of unofficial school fees can preclude children from poor families from accessing or completing school. ¹²
	MoEYS Guideline No. 1094 GYK/SRNN, 2006, Article 1: Prohibition of collecting or raising funds from any students at primary or secondary school.	Primary and secondary teachers	If schools or teachers lack the capacity to produce materials or textbooks, they must consult with the school PTA.	Payment of unofficial school fees can preclude children from poor families from accessing or completing school. ¹³
	Education Strategic Plan 2009-2013, Policy 1: -Reduce parental cost barriers of all sorts such as informal payments; and Policy Action, 2010: Guideline on transparent management and utilization of school operational budget and donations from charitable people and parents.	Schools, teachers	It was not ascertained from MoEYS if this had yet been developed.	
	KAPE programs (IBEC, Girls Education	Poorest	The program pays no official fees, but can pay	Not yet measured.

¹² Interview with Mr. In Samrithy, NEP Coordinator, Phnom Penh, 9 February 2011.

¹³ Interview with Mr. In Samrithy, NEP Coordinator, Phnom Penh, 9 February 2011.

	Initiative, MORE, Rewrite the Future) to help poorest students stay in school.	lower secondary students (especially girls)	for extra lessons that require fees.	
7. Tuition subsidies/ scholarships	Education Law 2007, Article 30, Scholarships and Subsidies: The state shall determine a policy on provision of scholarships, subsidies and credits for learners. The state shall encourage the provision of scholarships and subsidies for learners.	Primary and secondary students	The RGC has been mobilizing additional resources to expand scholarships for poor and outstanding students to ensure equitable access to education services (see NGO programs below).	Not yet measured.
	Education Strategic Plan 2009-2013,¹⁴ Improving Access to Education: Policy 1: Increase the number of scholarships (cash or food) for students from poor families, especially girls, to ensure their access to primary and secondary schools. Ensure strengthened support to better poverty/food security targeted at primary school feeding and grade 7-9 incentive programs.	Students from poor families (especially girls)		Not yet measured.
	Fast Track Initiative (Catalytic Fund), Education Sector Support Scale up Action Plan (ESSSUAP), 2008-2012, funded by the World Bank, is helping children complete a full cycle of primary education.	Students from poor families and outstanding students	3,459 4 th graders from three provinces received either a merit- or poverty-based scholarship in 2009-2010. The merit-based scholarship is awarded to top students after successful completion of an examination. The poverty-based scholarship program helps to keep students from poor families in school. The inclusion of this small "pilot" follows several earlier programs. The new scholarships	In the eastern part of Monduliri province, approximately 900 fourth-grade students received one of the types of scholarships, which has helped keep children of several ethnic minorities in the province in school. ¹⁶ A report from the World Bank

¹⁴ Ministry of Education, Youth and Sport, Education Strategic Plan 2009-2013 (September 2010). Available at [http://www.nepcambodia.org/userfiles/ESP_2009_2013_Final_en\(1\).pdf](http://www.nepcambodia.org/userfiles/ESP_2009_2013_Final_en(1).pdf).

			are aimed at earlier grades than most previous programs, and dropout remains a serious problem during primary schooling. ¹⁵	supports the conclusion that the scholarship program has had a large positive effect on school enrolment and attendance, particularly of girls, especially so for girls from the poorest families. ¹⁷
	A total of 53 NGOs offered scholarship programs in 2009: Plan, KrY, SCA, Maryknoll, MJP, OEC, PKO, RDA, SCADP, UPWD, SC, ASF, BFD, Hagar, KAPE, CARE, CIDC, HEKS, CCBO, Don Bosco, Damnok Toek Prey Veng, PTEA, VI, WFC, KCDI, RtR, WI, SCD, NH, WP, L.CDI, WVC, COWS, KYA, KAFDOC, WE, DYCFE, KWWA, YRDP, CORDE, APS, WRCD, SDCC, APESCA, REDA, Krousar Thmey, PVT, MVI, CWDCC, Mode, BSDA, KNKS, and KCTO.	School children	In 2009, 53 NGOs provided in-kind scholarships that included study materials, bicycles, clothes and other non-financial support for children and youth attending school. Some NGOs only provided a package of study materials at the beginning of the school year. Others provided a means of transportation (bicycle) to allow poor children who live very far to have access to schooling. Nineteen NGOs granted scholarships in the form of cash for children to spend on their study, food and living costs. Eleven NGOs provided assistance in other forms such as food, accommodation at shelters and subsidized extra classes.	Progress mentioned by surveyed NGOs includes: (a) a decrease in dropout and repetition rates, and (b) many scholarship children who have passed exams and attended class regularly. In addition, scholarships helped children finish primary school and continue to lower secondary school. Some difficulties are that some students drop out of school after receiving a scholarship, and short-term scholarships cannot cover long-term studies (e.g., a 2- or 3-year scholarship for six years in primary). ¹⁸
8. Uniform requirements	To improve good hygiene, child health and school discipline, and to promote school	Primary and	Girls have to wear a blue skirt and white blouse; boys have to wear blue trousers and a	Poor families often cannot afford school uniforms and the

¹⁶ Kalyanpur, M., FTI presentation to NEP meeting, *Advocacy and Inclusive Education: The Role of FTI*. October 2010, <http://www.nepcambodia.org/pages.php?mainid=44&key3=Fifth%20Membership%20Meeting>

¹⁵ Purcell, R., Riddell, A., Taylor, G., Vicheanon, K., *Mid-term Evaluation of the EFA Fast Track Initiative; Country Case Study: Cambodia*, February 2010, 5.17, p. 33, http://www.camb-ed.com/fasttrackinitiative/download/FTI_CR_Cambodia%28February2010y%29.pdf accessed 22 February 2011.

¹⁷ The World Bank: *Getting Girls Into School: Evidence from a scholarship program*, 2006, p. 18.

¹⁸ 2009 Education NGO Report, NGO Education Partnership, August 2010, p19, <http://www.nepcambodia.org/userfiles/2009%20Education%20NGO%20Report%20August%2023%202010-%20Final.pdf> accessed 9 February 2011.

	security and quality of education, MoEYS Prakas No. 2786 GYK/PROK, 2009, Internal Regulations for General Education, Chapters 1 and 3 require that children wear uniforms. Students' Obligations, Article 7 requires that children's hygiene and school uniforms be well prepared before going to school.	secondary students	white shirt. Boys' and girls' shirts must show the name of the school, the grade and the name of child embroidered onto the pocket.	cost of sewing the child's name onto the shirt, so they attach a piece of paper with the details onto the shirt. This identifies the child as coming from a poor family and <u>could</u> affect his/her willingness to stay in school.
	In 2009, 47 NGOs of the 53 NGOs that provide in-kind scholarships included clothes/ uniforms as part of the scholarship. ¹⁹	Primary and secondary students	NGOs generally provided 2 sets of uniforms per year for the poorest students.	
9. Provision of school supplies, textbooks, other learning materials	Materials and supplies are required by the Education Strategic Plan 2009-13 and provided through development partners, NGOs and the government budget to improve the quality of learning and complete the annual curriculum schedule.	Primary and secondary schools	MoEYS produces textbooks every year and then the PoE delivers them to each school. ²⁰ MoEYS has gradually improved and modernized the curriculum and textbooks and has exerted efforts to make textbooks available to around 50% of students at the basic education level and around 30% at upper secondary education level. ²¹	
10. School entrance exams				
11. Promotion quota				
12. Automatic promotion	MoEYS Guideline No 24 GYK/SNN, Process of Public Primary Education and Pre-School Establishment, 2010 , aims to monitor student learning to encourage students to work hard and to ensure	Primary students	Article 3.1.2 of the prakas: Beginning in 2010, primary school students will take a test at the end of each semester. Any student who fails the test must attend an end-of-year test before the start of the new academic year in	

¹⁹ 2009 Education NGO Report, NEP, August 2010, p. 18, <http://www.nepcambodia.org/userfiles/2009%20Education%20NGO%20Report%20August%2023%202010-%20Final.pdf> accessed 9 February 2011.

²⁰ Anecdotal from Mr. Pech Bunna, Chief of MoEYS Primary Department, Phnom Penh 11 February 2011.

²¹ ESP 2009-2013, Education Sector Performance 2006-2010, p. 5.

	educational learning standards and EFA education goals are met. There is no entrance exam for primary school. However, students must pass semester exams to be promoted.		his choice of subject. The 10 options are: Khmer, Mathematics, Physics, Chemistry, Biology, Astronomy, History, Geography, Morality & Art. ²²	
13. Age limits for school cycles	MoEYS Guideline No. 24 GYK/SNN, 2010 , encourages parents with children 6 years old or at least 70 months to register for grade 1 on time. It provides no limitation on the upper age for any grade.	Parents of school age children		
14. School leaving exams	Education Law 2007, Chapter III, Administration and Management of Education, Article 14: Issuance of Certificates and Diplomas: A certificate or diploma shall be awarded to a learner who has fulfilled all the requirements of the studies set by the educational establishments. A certificate or diploma shall be withdrawn or rejected by the responsible Ministry or educational establishments that issued the certificate or diploma if an inspection discovers the incorrectness of the educational process of the learner or the incorrectness of the decision to award the certificate or diploma to the learner.	Primary and secondary schools	Grade 12 certificates are issued by the MOE at national level. Students have to pass the national Grade 12 exam set by the MoEYS and approved by the MoEYS. Students who leave school before Grade 12 may receive a notation from the Provincial Office of Education of the grade completed, that is, having passed the 2 nd semester exam for that grade.	
	MoEYS Guideline No. 01 GYK/SRNN, 2010, The National Exam for Secondary & Post Literacy. Exams shall be given at the end of cycle for grades 9 and 12 in order to monitor learning and teaching results and ensure education learning standards and guarantee EFA education goals are met.	Students in grades 9 and 12	Grade 9 and 12 exams are set by the MoEYS. Teachers are moved to other schools within the provinces to invigilate the exams. Grade 9 exams are marked in the province and Grade 12 exam papers are sent to Phnom Penh to be marked.	NGOs noted that students who were at risk of failing the grade 9 test often dropped out of school. Their hope is that this national Grade 9 exam may be abolished in order to decrease this type of dropout. ²³

²² Interviews with H.E Ou Eng, General Deputy Director of Education Department; Chum Sophal, Deputy Director of Primary Education, Ung Ngohok, Director of Secondary Education, at General Education Department, Phnom Penh, 3 February 2011.

²³ Interview with Mr. In Samrithy, NEP Coordinator, Phnom Penh, 9 February 2011.

15. Gender-related policies	<p>Child Friendly Policy, 2007, Dimension 4, Gender Responsiveness: To promote awareness in schools, families and communities of their roles and responsibilities for providing equal and equitable education and educational opportunity for both girls and boys so that they can participate equally in all activities in school, family and society.</p> <p>A new MoEYS Gender Mainstreaming Strategic Plan in Education (not yet disseminated) tries to reshape social attitudes and values that impede girls' education and gender equality.</p>	<p>Schools, families, communities</p> <p>Female students, teachers, school staff</p>	<p>Gender activities are mainstreamed in all dimensions of this policy. One central feature is the provision of girls' counselors because they can make a practical contribution to gender equity by providing support to girls and raising the profile of women teachers and offering them opportunities for recognition and professional development.²⁴</p> <p>This new policy includes the training of women in leadership positions, development of a <i>Girl's Counsellor Manual</i>²⁵, and gender awareness training for directors, deputies, provincial and district level staff, school directors and teachers.</p>	<p>The girls' counsellor scheme, originally designed by World Education and introduced in UNICEF-supported schools in 2007, appears to be an effective mechanism for reducing dropout, according to several reports reviewed by the MoEYS.</p> <p>Statistics show that the total enrolment rates of both boys and girls have increased in the past few years, and achievements have been made in reducing the gender gap.²⁶</p> <p>Consequently, girls counselling manuals have been prepared and the scheme has been included in the MoEYS Child Friendly School set of core activities for rolling out nationwide.²⁷</p>
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²⁴ Macro International Inc., Final evaluation of World Education OPTIONS program in Prey Veng Province, Cambodia, 2003-2007.

²⁵ Developed by World Education project and adopted by MoEYS in 2010.

²⁶ Net enrolment at primary school level from 87% to 92% between 2002 and 2007, girls' enrolment rate increased from 84% to 91% during the same period, Ministry of Women's Affairs: *A Fair Share for Women: Cambodia Gender Assessment*, 2008, p. 75.

²⁷ One of the activities scheduled under the EBEP work plan for 2010 includes strengthening the capacity of the Gender Working Group to manage a national roll out of girl counselling activities. Moreover, the expansion of the girl counsellor scheme will continue in all UNICEF supported provinces and POEs will be requested to produce an analysis of the number of girls that have remained in school because of the support provided by girl counsellors. *Expanded Basic Education Program (EBEP) Phase II: 2006-2010 Review report of year 2009*, April 2010, SIDA/ International Institute for Educational Planning/UNESCO, p. 17-18, http://www.iiep.unesco.org/fileadmin/user_upload/News_And_Events/pdf/2010/SATReviewreport2009.pdf

16.	<p>Committee on the Elimination of Discrimination Against Women (CEDAW) convention, ratified by the RGC in 1992, Article 10: Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women: (a) the same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training; (b) access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality; (c) the elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programs and the adaptation of teaching methods; (d) the same opportunities to benefit from scholarships and other study grants; (e) the same opportunities for access to programs of continuing education, including adult and functional literacy</p>	<p>Citizens, education institutions</p>	<p>Attention to the implementation of the Convention has only surfaced in the last few years.²⁸ CEDAW submits Shadow Reports on the implementation of the Convention to the RGC (last report 2005) which highlight areas such as dropout and provide recommendations to the RGC for resolution.</p> <p>The Cambodian National Council for Women prepares regular reports on its activities including the implementation of CEDAW in Cambodia. In its 2010 report, it commented on the actions taken by MoEYS to improve access for girls through school construction, girl dormitories and that the MOE, Youth and Sport had mainstreamed gender into all levels of teacher training program, general education curriculum, remedial program for all levels of steering officials and non-formal education program. In the selection of primary teachers, the MOE, Youth and Sport prioritizes for candidates from disadvantaged and remote areas by decreasing formula from 12+2 to 9+2 and in case of equal scores, female candidates are prioritized²⁹</p>	<p>No real evidence on dropout; mainly shows gender gap where it exists</p>
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²⁸ http://cedaw-seasia.org/cambodia_cedaw_implementation.html accessed 23 February 2011.

²⁹ Final Summary Report on Activities of the Cambodian National Council for Women (CNCW) in 2010 and Directives for 2011.

	programs, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women; (f) the reduction of female student dropout rates and the organization of programs for girls and women who have left school prematurely; (g) the same opportunities to participate actively in sports and physical education; and (h) access to specific educational information to help ensure the health and well-being of families, including information and advice on family planning.			
	MoEYS Gender and Girls' Education Secretariat (2006/7), Girls Council Committees (GCC): To encourage girls to complete 9 years of education, GCCs shall be formed in schools in remote areas, especially where girls' dormitories have been constructed. Each GCC shall follow up absentees, check quality of learning and support girls reaching puberty.	Girls in grades 1-9		GCCs started in 2007/8, and since the percentage of girls continuing in education has increased, the RGC is assuming that this strategy has proved successful. ³⁰
17. Support for at-risk students and those with disabilities	Education Law 2007, Article 38, Special Education: The state encourages and promotes access to special education for disabled persons; and Article 39, Rights of Disabled Learners: Disabled learners have the same rights as able learners and have separate special rights as follows: <ul style="list-style-type: none"> • Disabled learners of either sex have the right to study with able learners if there is 	Children and youth with disabilities	The government has made inroads to implementing Article 39: <ul style="list-style-type: none"> • Improved accessibility in new school construction such as including ramps • School authorities are seen as more welcoming to students with disabilities • Within MoEYS is the Department of Special Education which focuses on support for children with disabilities, minorities and vulnerable groups 	

³⁰ RGC, National and Subnational Reports on Committee for Upholding Social Morality, Khmer Women and Family Values, for the year 2010 and objectives for 2011, presented 8 February 2011, Phnom Penh.

	<p>sufficient facilitation in the study process for the disabled learner to fulfill the educational program of the educational institutions;</p> <ul style="list-style-type: none"> • Disabled learners with special needs have the right to receive additional teaching in the regular educational program, which is not a particularly special educational program; and • Disabled learners who are not able to learn with able learners have the right to receive special education in separate special classes. These disabled learners can study at community schools in their locality. 			
	<p>MoEYS Policy on Education for Children with Disabilities, 2008, has several goals:</p> <ul style="list-style-type: none"> • Increase awareness and acceptance of disabilities among communities, relevant institutions and stakeholders; • Provide early identification and intervention through rehabilitation services, such as physiotherapy, and health services, such as immunization, to all children with disabilities from birth to age 5; • Provide quality education, life skills or vocational training to children and youth with disabilities equitably and effectively; and • Increase enrolment, promotion and survival rates in the schools. <p>In 2000, MoEYS set up the Special Education office in the Primary Education Department, giving it responsibility for the educational development of children with disabilities, ethnic minority children, poor children, girls and other disadvantaged children.</p>	Children and youth with disabilities	<p>This policy is aligned with 6 dimensions of child-friendly schools:</p> <ul style="list-style-type: none"> • Identify and enroll children with disabilities, • Implement early intervention and other services to children with disabilities, • Provide the opportunity and implement an inclusive education program, • Increase the enrolment of girls with disabilities, • Raise awareness and understanding of disability, and • Support programs from the education system. 	

	With the collaboration of the Disability Action Council (DAC) and funded by UNICEF, in 2000-2001, the MoEYS implemented the Inclusive Education Pilot Project for children with disabilities in one cluster school in Svay Rieng province.	Children and youth with disabilities and teachers	The Inclusive Education Project has expanded to 15 provinces, 15 districts, 14 cluster schools and 80 schools, with training of 824 teachers (341 females). In addition, there are 42 integrated classes in 12 provinces for deaf and for blind children.	
	Because of the MoEYS Policy on Education for Children with Disabilities, the PTTC offers a 10-day special education course for qualified teachers during their vacation time on support for children with disabilities, child victims of domestic violence, children with mental health issues, and orphans and vulnerable children.	Teachers	The DAC and UNICEF have assisted MoEYS in the development of a manual for teacher training on Inclusive Education for Children with Disabilities. ³¹ All stakeholders involved in training teachers for inclusive education are encouraged to use this in-service manual.	
	MoSVY Alternative Care Policy, 2006: The general objectives of this policy are to protect the rights of the child and to ensure the physical and psychosocial long-term development of orphans and other vulnerable children (which include abandoned children, children infected or affected by HIV/AIDS, abused children whether sexually, physically or emotionally, street children, children in conflict with the law, child victims of exploitation whether sexually or any forms of harmful labor, children with disabilities, children addicted to drugs, and children whose basic physical needs are not being met). It includes the specific objective of ensuring these children access to health services, free education and psychosocial support for the child's survival and development.	Children at risk	Strategies to implement the policy include: <ul style="list-style-type: none"> • Conducting regular needs assessments of sectors affecting orphans and other vulnerable children; • Developing a child rights focussed policy framework regulating and formalising programs and services that promote the wellbeing of orphans and other vulnerable children; • Increasing orphans and other vulnerable children's access to basic services; and • Undertaking regular monitoring and evaluation to ensure that programs targeting orphans and other vulnerable children meet their needs and that program development is an on-going process. <p>The Multi-Sectoral National OVC Task Force is mandated with this task and monitoring the</p>	Not yet measured.

³¹ NEP, 2009 Education NGO report: <http://www.nepcambodia.org/userfiles/2009%20Education%20NGO%20Report%20August%2023%202010-%20Final.pdf>

			implementation of the policy and has developed an action plan to implement the policy. Many NGOs are working with OVC to ensure their access to education through various strategies (e.g., scholarships, provision of materials, income generating activities for families/guardians).	
	UNESCO Policy on Inclusive Education – Epic Arts/VSO/MoEYS Initiative, 2010: The partnership between Epic Arts and the PTTC/VSO supports the goals of having more understanding teachers equipped with methods of including all students in their classrooms. It aims to <ul style="list-style-type: none"> • Increase trainees’ understanding about students with disabilities, • Teach trainees games and activities that are inclusive of all students, • Allow trainees to talk with students with disabilities in order to understand how exclusion impacts them, • Provide trainees with some experience of what it is like to be disabled, and • Encourage trainees to feel responsible for preventing bullying of students because of disability or difference. 	Teacher trainees	Kampot Teacher Training College has 200 trainees in the two-year program for primary school teachers who will work in rural districts. Epic Arts trains students to be performing artists and does community performances to help people understand disability and inclusion. Trainee teachers were given a pre-session questionnaire about their attitudes towards students with disabilities, about their attitudes towards bullying, and about their confidence in including all students in their classrooms. They were also asked to list specific things they could do to include all students. During the activities, a reflection session was led by the Deputy Director of the College and the VSO education advisor. Trainees completed a second questionnaire and were asked to compare their responses. ³²	
	World Education/KAPE – IBEC provides counseling of girls who have been absent to encourage them to return to school.	At risk girls		Not yet measured.
	KAPE - MORE aims to increase cultural sensitivity toward Cham students by providing bilingual classroom assistants for	Cham students in grades 1-2		Not yet measured.

³² Inclusive Education in Action project, <http://www.inclusive-education-in-action.org/iea/index.php?menuid=25&reporeid=113>

	grades 1 & 2 and multicultural teaching.			
	Komar Pikar Foundation trains special education teachers.	Special education teachers		Not yet measured.
	To ensure access and completion of education for children at risk, the following NGOs support programs for children at risk: Primary: Winrock International, Shanti Volunteer Association, and KAPE. Secondary: Winrock International, Khmer Cultural Development Institute, Maddox Jolie-Pitt Foundation, Maryknoll, Shanti Volunteer Association, and KAPE.	Children at risk	Most program support focuses on the needs of the child and his/her family to sustain the child's education. Different services are provided according to the needs of the child and family.	Voluntary Service Overseas (VSO), one NGO focusing on children at risk, reports that enrolment and promotion rates, especially of the target groups (girls, children with disabilities, ethnic minority children) have increased. Dropout rates generally decreased in schools, districts, and provinces with VSO interventions. ³³
	Other NGOs have provided educational services to children with disabilities. For example, Krousar Thmey (KT) has established special schools for deaf and blind children, and has trained government teachers in Sign Language and Braille to teach in integrated classes in public schools. ³⁴	Children with disabilities and teachers		
18. School calendar	The MoEYS Guideline No 2138 GYK/SNN, 2008, Implementation of the School Calendar for Public General Education (copy of policy not available to SDPP) aims	Public schools	In practice SDPP staff has been told (by NGO education practitioners) and have witnessed that during planting and harvesting many children are removed from school to support	

³³ 2009 Education NGO Report, NGO Education Partnership, August 2010, p. 16,

<http://www.nepcambodia.org/userfiles/2009%20Education%20NGO%20Report%20August%2023%202010-%20Final.pdf> accessed 9 February 2011.

³⁴ MOEYS, Policy on Education for Children with Disabilities, March 2008, p. 2, <http://nepcambodia.org/pdffiles/Disability%20Policy%20-%20English%2001-03-08.pdf>

	to enforce the implementation of the academic calendar at schools by introducing the calendar to all local districts, school clusters and schools, and requiring follow-up and field visits to any schools that do not properly comply with the academic calendar by, for example, closing school without permission.		the family in this work. Some return after the period.	
	Flexible Learning Schedule – Save the Children Norway (SCN), 1998 to present, now a part of MoEYS guidelines, coming under Dimension 6 of the Child Friendly Policy. The purpose is to increase education accessibility because during harvesting or fishing seasons, children (and teachers) are often absent. Fish fermentation (prahok) is relied on as a major source of food for rural families. Fishing villages, floating or on shore, fish according to the tide of the river.	Primary schools	<p>To change a school's schedule, there must first be agreement amongst head and teachers in the school, then between the school and local authorities, and finally among all parents/guardians of school children. The school informs the DOE; sometimes the DOE requests papers of agreement to ensure the schools have discussed this seriously and thoroughly with the community.</p> <p>According to SCN, there are currently 123 schools that have a flexible learning schedule in Siem Reap, Kampong Chhnang, Preah Vihear, Kampong Cham and Koh Kong.</p>	This system has reduced the number of children who have to repeat classes, which can be a factor for dropout.
19. Class size/ student: teacher ratio	MoEYS Guideline No. 04 GYK/SRNN, 2009, states that, in case the school does not have enough room (class standard size is limited to 50), the school director can allow the class size to be increased but to no more than 59. ³⁵	Primary schools	<p>In the past many schools had more classes than classrooms, leading to excessive overcrowding; however, with school construction programs, this problem is slowly diminishing.</p> <p>SDPP staff understands the upper limit for class size to be 45 for lower secondary and 40 for upper secondary, but formal guidelines regarding class size have not yet been received from the Ministry.</p>	

³⁵ Interview with Ms. Kuy Phalla, Deputy Director of EMIS/Planning Department, MoEYS, Phnom Penh, 4 February 2011.

20. Access/ distance to school	Education Strategic Plan 2009-2013, Policy 1: Equitable Access: There should be nationwide school construction to bring schools closer to where citizens reside. (N.B. There is no stated maximum number of kilometers from a community within the policy.)	Primary and secondary schools	The total number of primary schools, colleges and lycees has increased significantly from 8,628 in 2005/6 to 10,115 in 2009/10. The increases at different levels are as follows: primary schools from 6,277 in 2005/6 to 6,665 in 2009/10; lower secondary schools from 911 in 2005/6 to 1,172 in 2009/10; and upper secondary schools from 252 in 2005/6 to 383 in 2009/10. ³⁶	
21. Transportation	NGO provision of bicycles is commonly a part of scholarship programs.	Children living far from the nearest school	The provision of a bicycle enables the child to ride to and from school, easily covering the distance and travelling safely.	
22. School transfer	MoEYS Prakas No. 1258 GYK/BROK, 2009, Article 4: School Transfer Guidelines clarify the documents required for students transferring to another school	Students in grades 1-9	Parents are required to submit the student's scoring certificates, a student notebook, the child's record, yearly results of study and a birth certificate.	
	MoEYS Guideline No. 1560, 2000: Guideline on School Transfer of Secondary Education Students covers the dates of approved school transfer (permitted twice a year in September and March), the School Transfer Application Form, preparation of the application form, and the hierarchy of school transfer (between rural and urban and province and satellite schools).	Secondary students	In special or necessary cases, the ministry will accept transfer if the students need to be transferred alongside their parents or guardians. The Application Form is completed, verifying details from the family book and/or birth certificate. Applications are passed through the various education departments	
SCHOOL FACILITIES				
23. Access- ible and female- friendly facilities	Fast Track Initiative, ESSSUAP, 2008-2012: 60% of the budget (\$42 million) has been allocated for new school construction in rural and remote areas and to complete existing schools.	School children	The program did not really begin until 2009. The funds disbursed as of March 2010 represented only 10% of the total amount. However, a 2-year extension of the closing date has been given till June 2012.	The successful implementation of ESSSUAP will be particularly important since the program is explicitly targeted at integrating the most

³⁶ Interview with Ms. Kuy Phalla, Deputy Director of EMIS/Planning Department, MoEYS, Phnom Penh, 4 February 2011.

				vulnerable groups of children into the education system. ³⁷
	CTB – BTC (Coopération Technique Belge - Belgian Technical Cooperation) - Basic Education and Teacher Training, 2003-2011 is designed to improve access to education in targeted areas in Siem Reap, Otdar Meanchey and Kampong Cham.	School children	522 classrooms (representing 106 buildings at 85 sites) have been built during the first phase of the project (from October 2003 through June 2007). During the consolidation phase (July 2007 to present) another 110 classrooms (representing 26 buildings) have been constructed.	No impact report was provided on this project; however, it is assumed that new facilities will offer opportunities to increase access and reduce dropout.
	The Seth Koma Child Rights Program , initiated by UNICEF, improves facilities by upgrading water and environmental sanitation through the construction of wells, school latrines, and water-quality testing.	Communities and schools	Such improvements benefit more than 4,000 families and 10,000 primary school children. ³⁸	
24. Dorms/ hostels for students	The Education Strategic Plan 2009-2013 contains a government initiative for cooperation among 4 ministries (MoEYS, Ministry of Justice, Ministry of Women's Affairs & Ministry of Culture) to provide accommodation for girls to finish basic education to at least grade 9.	Poor girls in grades 1-9	The government program has constructed dormitories in 4 provincial town high schools in Siem Reap, Kampong Thom, Kampong Chhoeu Till (Kg Thom), and Ratanakiri and Mondulkiri. 80% of girls in these schools are from ethnic minorities. The Gender Secretariat implemented Girls' Education Councils in each school to keep good harmonization within the dormitories. ³⁹	
TEACHER RECRUITMENT, TRAINING, AND BEHAVIOR IN THE CLASSROOM				
25. Teacher recruitment	The MOE, Youth and Sport (MoEYS) Teacher Development Master Plan (TDMP) 2010-2014 , 2010 ⁴⁰ aims to prevent girls from dropping out from school by	Primary and secondary teachers	<ul style="list-style-type: none"> Since 2005, candidates for teacher training had to have completed at least grade 12. However, TDMP, Strategy 1.2 /4.1 encourages female teacher candidates in remote rural areas 	This practice is expected to help reduce female dropout.

³⁷ Expanded Basic Education Program (EBEP) Phase II: 2006-2010 Review report of year 2009, April 2010, SIDA/ International Institute for Educational Planning/UNESCO, p. 10 http://www.iiep.unesco.org/fileadmin/user_upload/News_And_Events/pdf/2010/SATReviewreport2009.pdf

³⁸ <http://ochaonline.un.org/TrustFund/ProjectProfiles/SethKomaChildRightsinCambodia/tabid/2119/language/en-US/Default.aspx> (Seth Koma "Child Rights" program).

³⁹ Interview with H.E Nhim Vanchancorn, President of Gender and Girls Education Secretariat and Deputy of the Inspectors Department, MoEYS, 9 February 2011.

⁴⁰ MoEYS Policy on "Teacher Development Master Plan 2010-2014", 16 August 2010.

	providing female teachers (who may also serve as counselors for girls).		who have completed grade 9. Therefore around 60% of the successful candidates are female MoEYS will also provide allowances for teachers living in remote and disadvantaged areas.	
	World Education/KAPE – IBEC project aims to reduce teacher shortages by recruiting trainees from remote areas and giving them scholarships.	Potential teachers from remote areas	120 individuals from remote and high priority areas received scholarships in 2009/10.	Since the deployment of community teachers appears to have reduced overcrowding, kept pupil-teacher ratios at a manageable level, and helped reduce repetition rates, ⁴¹ it is expected IBEC will do the same.
	The KAPE - Re-Write the Future project addresses teacher shortages by recruiting trainees from remote areas with 9 years of schooling rather than 12.	Grade 9 students from remote areas	This project recruits grade 9 students and also helps contract and community teachers become state teachers by providing training to them before they take the teachers’ entrance examination.	The program is ongoing; it has identified a low level of skills in its trainees. ⁴²
	The KAPE - MORE program has the goal of increasing the number of Cham teachers in minority areas.	Teacher trainees from Cham communities	Two female Cham student trainees have been sponsored to study in a Provincial Teacher Training College (PTTC) since December 2009. These students successfully completed their first year and are enrolled in year 2. Three additional candidates (1 female) passed the examination to study at a PTTC in 2010-11.	Not yet measured. ⁴³
26. Teacher professional development	Education Law 2007, Article 20, Educational personnel training: The state shall train educational personnel prior to	Primary and secondary	Pre-service training: Includes training in the major subject of teaching as well as methodology, general knowledge, and other	

⁴¹ World Education, IBEC Annual Report, October 2010.

⁴² Re-write the Future project report, KAPE, 2009-10.

⁴³ MORE Annual Report, Year 2 of implementation, KAPE, January 2011.

	<p>and/or in service. ... The Ministry in charge of education shall determine the fundamental programs for educational personnel training... and</p> <p>Article 21: Quality and efficiency of education: The state shall promote the quality of education ... The state shall pay attention to equip appropriate and modern techniques of teaching and learning to ensure its quality and efficiency. National Education Standards, National Training Standards and/or National Capacity Standards shall be set by the Ministry in charge of education in line with the policies of the Supreme National Council of Education.</p>	teachers	<p>trainings including child rights, women's rights and culture.</p> <p>Primary teacher training: Due to teacher shortages in remote areas MoEYS allows Grade 9 graduates to enroll for primary teacher training at the Provincial Teacher Training Colleges, as part of the 9+2 strategy.</p> <p>Lower Secondary teacher training</p> <ul style="list-style-type: none"> ○ Eligibility: A certificate of general secondary and a two-year pre-service training at one of the six regional teacher training centers - in Phnom Penh, Battambang, Prey Veng, Takeo, Kampong Cham, and Kandal provinces.. ○ Training: Fourteen weeks of practical training (six weeks in the first year and eight weeks in the second year) ○ Completion: Graduates are awarded a certificate of pedagogical training, qualifying them to be lower secondary school teachers. <p>Upper secondary teacher training</p> <ul style="list-style-type: none"> ○ Eligibility: A bachelor's degree followed by a one-year pre-service training at the National Institute of Education (formerly, the Faculty of Pedagogy) ○ Training: Four weeks of practical training is required of all students Completion: Graduates are awarded with a certificate of pedagogical training. They then become government employees and are posted to schools all over the country. Certificates 	
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			<p>are issued by the MOEYS and, once obtained, they are valid for life.</p> <p>In-service training: The same regional teacher training centers described above also provide in-service training for lower secondary teachers. Similarly, the National Institute of Education provides in-service training for upper secondary school teachers. Although regular participation in the training is not required of in-service teachers, participation is taken into consideration for teachers' career development such as promotion and salary upgrading¹. In-service training takes place during school vacation and focuses on methodology and technical.</p>	
27. Teacher code of conduct	<p>Royal Government of Cambodia (RGC), <i>Anukret</i> (Sub-decree) No. 126 GNRK/BK, 2008, Professional Teacher Code of Conduct works to improve the morality, dignity and quality of teaching for all teachers in Cambodia.</p>	School staff	<p>Six chapters and 30 articles define teachers' obligations, parents' and students' roles and responsibilities, the relationship between teachers and students, teachers' professional work, and punishment in the case of abuse/corporal punishment of students.</p>	<p>The Teacher Code of Conduct is seen as one tool to reduce student dropout. Before this code of conduct, teachers applied a hard approach to push students to study and some children, in fear of their teachers, dropped out of school.⁴⁴</p>
28. Bullying/harassment prevention	<p>UNESCO Policy on Inclusive Education – Epic Arts/VSO/MoEYS initiative, 2010: This initiative supports the goal of having more understanding teachers equipped with methods of including all students in their classrooms. One of its aims is to encourage trainees to feel responsible for preventing bullying of students because of disability or difference.</p>		<p>Kampot Teacher Training College has 200 trainees in the 2-year program for primary school teachers who will work in rural districts. Among other activities, they discuss bullying prevention.</p>	

⁴⁴ Interview with Mr. Ung Ngohok, Director of Secondary Education Department, 10 February 2011, MoEYS office, Phnom Penh.

29. Corporal punishment	MoEYS Guideline No 1258 GYK/BROK, 2009, Article 11, Punishment Statement: Any corporal punishment, both physical and mental, or violence against children is prohibited in any school institution. In case any student has bad behavior or breaks school rules, the School Director must apply to the School Council Committee for advice on how to deal with the student's wrongdoing.	School directors, education officials, teachers	In practice, corporal punishment is still happening in schools, although often not reported. Children mention the 'long cake' from the teacher, a euphemism for corporal punishment. The SDPP education team is unaware of any official punishment or action against a teacher who uses corporal punishment.	
30. Child-friendly schools	MoEYS Child Friendly School (CFS) Policy, 2007 , has several objectives: <ul style="list-style-type: none"> • Implementation of Child Rights which are universally recognized, • Strengthening the quality and effectiveness of basic education, • Applying successfully a decentralization system, • Achieving the Millennium Development Goals, the targets of the National Plan for Education for All, and the objectives of the Education Sector Plan for national education. 	Primary and secondary students	A CFS recognizes and nurtures the achievement of children's basic rights, works with all commitment-holders, especially parents/guardians of students, and values the many kinds of contributions they can make in (a) assuring that all children go to school, and (b) developing an effective learning environment for children. These learning environments are characterized by equity, balance, freedom, solidarity, non-violence and a concern for children's physical, mental and emotional health. These characteristics of a school contribute to children's development of knowledge, skills, attitudes, values, and morals so that they can live together in a harmonious way. A child friendly school nurtures a school-friendly child, supports child development and a school-friendly community.	The CFS strategy has rolled out to 50% of state schools.
	NGOs implementing CFS programs: Primary <ul style="list-style-type: none"> • Save the Children Australia • Kampuchean Action For Primary Education • Care International in Cambodia 	School children	CFS programs have the following dimensions: 1: Inclusive education 2: Psychosocial learning environments 3: Health, nutrition, and security 4: Gender-sensitive learning environments 5: Community & parental engagement 6: Enabling school environments (school	In order to further explore the impact of the CFS approach, a comparative analysis of UNICEF supported CFS schools versus non-CFS schools was undertaken. Unfortunately, the research has

	<ul style="list-style-type: none"> • Puthi Komar Organization • World Vision Cambodia • Voluntary Service Overseas <p>Secondary</p> <ul style="list-style-type: none"> • Plan International • Kampuchean Action For Primary Education • Care International in Cambodia • Voluntary Service Overseas 		governance)	<p>been rather hastily completed and is weak in terms of overall design, sampling and data collection methods. The study does not really measure the impact of the CFS implementation in terms of its effect on certain key outcome indicators (such as percentage of 6-year-olds in grade 1, repetition and dropout rate, learner achievement), but intermediate changes that have occurred in the school environment and certain school practices. In spite of its limitations, the report does provide some interesting information and indicates that a number of positive changes are taking place in the CFS schools: improved school environment (more welcoming to the disabled, availability of water filter, more frequent use of household mapping, etc.), greater gender responsiveness (i.e., separate toilet facilities for girls, more equal representation of girls in student clubs), stronger focus on teaching/learning practices (but no less teacher absenteeism), better participation of children,</p>
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				parents and communities in school functioning. ⁴⁵
31. Language of instruction	Education Law 2007, Article 24, Languages of Teaching and Learning: The Khmer Language is the official language and a fundamental subject of the curriculum at public schools providing general education. The language for Khmer learners of minority origin shall be determined by Prakas of the Ministry in charge of Education.	Public schools		Potential learners who do not have Khmer as a first language are at risk of dropout or not accessing school if the government schools don't act to support bilingual education.
	Education Strategic Plan 2009-13, Policy 1: Ensure entry of all 6 year olds into primary school including marginalized groups such as children with disabilities, ethnic minorities, and so on; and Policy Action, 2010: The Primary Education Dept. developed guidelines on the implementation of bilingual education for ethnic minorities.	Children aged 6 years		Not yet measured.
	To motivate children to attend school and show support from the national level, the Special Education Policy on Bilingual Education, 2008, Provision of Equal Education to Indigenous Children (policy not available to SDPP) requires: <ul style="list-style-type: none"> • Organization of community schools to carry out a bilingual education curriculum, • Recruitment and training for teachers for bilingual education programs, • Monitoring and follow-up, • Assessment, and 	Indigenous children in highland areas	Textbooks and curricula in all ethnic languages have not yet been developed; therefore, the bilingual education program implementation is not yet adequate and comprehensive. ⁴⁶	

⁴⁵ *Expanded Basic Education Program (EBEP) Phase II: 2006-2010 Review report of year 2009*, April 2010, SIDA/ International Institute for Educational Planning/UNESCO, p. 19, http://www.iiep.unesco.org/fileadmin/user_upload/News_And_Events/pdf/2010/SATReviewreport2009.pdf

⁴⁶ Interview with Nhean Sarouen, MoEYS Special Education Office, Primary Education Department, Phnom Penh, 11 February 2011.

	<ul style="list-style-type: none"> • Dissemination of information on bilingual education programs to parents, communities, relevant departments and ministries. 			
	The ICC/CARE Bilingual Education Program aims to enable indigenous people to read and write Khmer plus their own (indigenous) language.	Indigenous communities	CARE has established community-run schools, where students learn in both their own language and Khmer. Since 2002, CARE's Highland Community Education Project (HCEP) has put considerable effort into advocacy within the Ministry at the national level for bilingual education for ethnic minority children. HCEP has its own resource production unit and have written and produced more than 25 bilingual textbooks	
32. Curriculum	Education Strategic Plan 2009-13. Policy Action, 2010: The Primary Education Dept. developed guidelines on the implementation of accelerated learning for special groups	Primary level		Not yet measured.
33. Vocational education or school-to-work programs	Education Law 2007, Article 19, Technical and Vocational Education and Training: Technical and vocational education and training cover all professions and skills provided by public and private technical and vocational education and training institutions, enterprises, communities, families or in co-operation between technical and vocational education and training institutions and enterprises and/or communities and families.	Public and private institutions	Non-formal education is one of MoEYS' priority programs to promote reading, writing and professional skills among adult and overage children. According to the 2009 Human Development Index Report of the United Nations Development Program, the adult literacy rate among Cambodians aged 15 and above was 76.3% in 2007, showing the need for such programs.	
	A large number of NGOs provide vocational training programs, including World Education, CARE KAPE, KNKS, KPF, MJP, MVI, RDA, SK, PIO, MODE, ICC, PVT, CIDC, DTP, FESIP, NLF, CCBO, Don Bosco, Damnok, Toek Prey Veng, FDCC, Wattanakpheap, WFC, SCD, WI, L.CDI, WDA, and Hagar.		At least 43 NGOs implement program activities in non-formal education. They are implementing different activities aiming to build the capacity of poor and vulnerable groups to improve their living conditions. The majority of these NGOs provide training on professional and computer skills to make sure that their target group learns specific skills that	There is no information available to reveal how these NFE programs have affected the living conditions of their beneficiaries. However, two main areas of progress have been identified by NGOs: 1) adult literacy participants have

			will help them to improve their livelihood options. Sixteen (16) NGOs implement literacy classes to improve reading and writing skills of adult and overage children.	improved their reading and writing skills; and 2) young literacy students have been reintegrated into the public schools. ⁴⁷
SCHOOL SUPPORT SERVICES				
34. Remedial tutoring/ bridge courses	Several NGOs, including KAPE, SCN, Komar Pikar Foundation, Sustainable Cambodia, and the Puthi Komar Organization provide remedial programs . SC also provides enrichment courses (Math, Khmer and English).	Primary and lower secondary school students	For example, KAPE's remedial program for children with special learning needs offers support for village-based learning groups for those children who are in danger of failing and at risk of dropping out.	
	The Education Strategic Plan includes Re-entrance Programs aimed at giving primary-level dropouts the possibility of re-entering at grades three to six.	Primary school dropouts	Programs will strengthen and expand community learning centres, libraries and reading centres and upgrade the capacity of NFE staff.	Between 2005 and 2008, over 68 000 children successfully re-entered primary school, of whom 61.6% were girls. ⁴⁸
35. Provision of meals	World Food Program – School Feeding Program (SFP) and Take Home Rations (THR), 2009. Working with five international NGOs and 10 local NGOs, ⁴⁹ these programs aimed-to enhance the resilience and coping capacity of vulnerable households through targeted food aid interventions.	Primary students	The SFP includes an early morning meal for grades 1-6 served to all students at the targeted school. The THR targets students in grades 4-6, as these are the most vulnerable in terms of dropout or irregular attendance. A total of 482,961 children benefited from the programs in 2009, reduced from 610,000 due to lack of funding (commodities) and increased food prices.	School feeding does reduce dropout, especially for grades two through four where effects on boys and girls were significant – between 1.8% and 2.7%. The dropout rate for girls follows similar trends, but is only significant in grades four and five, in both cases more marked than the general

⁴⁷ 2009 Education NGO Report, NGO Education Partnership, August 2010, p. 21,

<http://www.nepcambodia.org/userfiles/2009%20Education%20NGO%20Report%20August%2023%202010-%20Final.pdf> accessed 9 February 2011.

⁴⁸ Ministry of Education, Youth and Sport, *Mid-term Review Report of the Education Strategic Plan and Education Sector Support Program 2006-2010 Implementation*, 2009, p. 23, http://www.moeys.gov.kh/DownLoads/Publications/MTR_Report_finalDraft120109_en.pdf

⁴⁹ WFP intends to work closer with education authorities from the MoEYS national level through to provincial and district education administrations. The purpose of such collaboration is to enhance both national capacity through training of provincial and district staff in school feeding management and ownership of the SFP through direct involvement in management and implementation of the program (selection of schools, control of commodities and monitoring). – Ref: WFP Cambodia School Feeding 2000-2010: A Mixed Method Impact Evaluation, November 2010, DARA/WFP.

				tendency. This is an essential indicator, and the result reveals that school feeding positively influences pupils and parents' willingness (and capacity) to stay in school. ⁵⁰
36. Health care for students	Education Law, 2007, Article 41, Right of Learners and Educational Personnel to Health Checks: Learners and educational personnel in educational institutions with proper educational licenses have the right to access to health checks. The guidelines for health checks shall be determined in the Joint-Prakas by the Ministry in charge of Education and Ministry of Health.	Students, teachers, school staff	Health checks in schools only tend to be happening with NGO support	
	MoEYS School Health Policy, 2006 has the following goals: (a) to improve the health status of school children, students, lower and upper pre-service teacher trainees and education staff in all public and private educational institutions and communities; (b) to improve the capacity and necessary skills of school children, students, lower and upper pre-service teacher trainees and education staff in all public and private educational institutions and the communities in regard of the prevention of diseases and incidental dangers in everyday life; (c) to encourage and provide opportunities to all relevant stakeholders, especially communities, to get more involved in school health promotion; and (d) to enhance focus on the equitable	Students, teachers in public and private educational institutions	The school health policy has many requirements: <ul style="list-style-type: none"> • Provide health care services through cooperation with public health services, • Enhance vaccination coverage to school children, • Enhance timely interventions in regard to communicable disease control and emergency help, • Encourage the establishment of health clubs in public and private educational institutions, • Enhance control of psychological pressure and provide counseling services to students, • Improve the provision of food nutrition to school children through school feeding programs and encouraging students to take 	

⁵⁰ WFP Cambodia School Feeding 2000-2010: A Mixed Method Impact Evaluation, November 2010 , p18, also accessed from <http://documents.wfp.org/stellent/groups/public/documents/reports/wfp230142.pdf>

	access of all concerned stakeholders to health education services.		<p>safe and healthy food choices, and</p> <ul style="list-style-type: none"> • Improve and expand the oral health program. <p>The school health and nutrition subcomponent of MoEYS is managed by its School Health Department with technical support from several Departments of the Ministry of Health. In terms of health and nutrition services there are numerous programs, each with a separate implementing partner, which together comprise the national school health and nutrition program:</p> <ul style="list-style-type: none"> • The national deworming program is coordinated by the National Malaria Centre. • All secondary school girls >15yr are intended to be beneficiaries of a national program to provide weekly iron folate supplements to all women of reproductive age. The tablets are provided by the National Nutrition Program and delivered by teachers in 10 provinces. • The Dept. of Preventive Medicine coordinates two programs directly with schools: (1) a program of oral health promotion supported by the private sector, and (2) a road safety program in collaboration with the traffic police. Both these activities are largely confined to Phnom Penh and other urban centers. • The Dept. of Health Promotion works with schools in four provinces to promote food 	
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			hygiene and the safety of food provided through food vendors. ⁵¹	
	Child Friendly School Policy 2007, Dimension 3, Health, Safety and Protection of Children: To ensure that all children participating in education are cared for and supported by all concerned people and institutions to keep them healthy and safe and protect them from violence at school, in the family and in society. Many NGOs support this policy (e.g., SCA, MJP, OEC, UPWD, Nomad, ICC, MODE, COES, KYA, CDRCP, VFC, PNKS, KAFDOC, REDA, SCD) in Kg Cham, Battambang, Rattanakiri, Phnom Penh, Mondolkiri, Kg Thom, Siem Reap, Kampot, Kratie, and Svay Rieng. ⁵²	Primary and secondary students	The policy ensures the following: safe food, safe water and hygienic conditions in school, control of food sales in school, health care for children, and a safe school environment.	
37. Life skills workshops/ classes	MoEYS Policy for Curriculum Development 2005-2009 , (unclear if has been updated and hence still valid), Chapter 4 , calls for incorporation of life skills into each subject for 2-5 hours per week and includes 4.2 The most fundamental of all life skills are Khmer literacy and numeracy, and the teaching of these skills is the main purpose of primary education in the first three years of schooling; and 4.4 Consistent with EFA policy, schools are expected to develop partnerships with parents, their local community, community	Public schools	Local life skills are included in the curriculum for primary and secondary level education. EEQP/ADB developed a guideline for life skills of around 200 topics including health, social and vocational, which has been accepted by MoEYS. A manual will be developed for the topics	

⁵¹ Ministry of Education, Youth and Sport, Summary Report on Strengthening the Education Sector Response to School Health, Nutrition, and HIV&AIDS Programs Workshop, <http://www.moeys.gov.kh/Includes/Contents/Icha/Summary%20Report%20on%20Strengthening%20the%20education%20sector%20response.pdf> accessed 24 February 2011.

⁵² 2009 Education NGO Report, NEP, August 2010, p. 24, <http://www.nepcambodia.org/userfiles/2009%20Education%20NGO%20Report%20August%2023%202010-%20Final.pdf> accessed 9 February 2011.

	organizations and NGOs to provide additional local life skills programs that will equip students with specialized skills, including, where appropriate, local vocational training.			
	Many NGO programs (e.g., AFESIP, CARE, Khmer Ahimsa, RAO, APESCA, BSDA, WE, Hagar, and KAPE) offer life skills activities to improve educational relevance using empowerment as a key principle and allowing children to choose what they want to learn.	Youth	Topics can include bicycle repair, agricultural skills, sewing, cooking, mushroom growing, computer literacy, etc.	
38. Extra-curricular activities	Many NGOs have established child and youth clubs (e.g., Save the Children, World Vision, Winrock, Childfund Cambodia) to continue a child's learning outside of the classroom and empower children with small grants to improve their school and community.	Children in grades 1-12	Youth-focused NGOs teach skills to young people as they contribute as volunteers to their communities. In 2006, 84 children and youth-led clubs and organizations were identified across the 24 provinces and municipalities of the country. Since that time, many more NGOs have supported children and youth to establish new clubs. The activities of these associations include leadership training, home-based care (for people living with HIV/AIDS), primary health care and child rights promotion, monitoring child abuse, capacity building for club members and holding literacy classes.	
39. Community participation	Education Law 2007, Article 36, Rights and Obligations of Parents and Community specified the roles and responsibilities of the PTA to: <ul style="list-style-type: none"> • Support school construction and maintenance, • Raise funds, • Secure school facilities, • Provide funds for poor teachers, • Conduct a school enrolment campaign, 	Primary and secondary schools, communities	It tends to be schools supported by NGOs that have active PTAs. Activities focus on fundraising to develop school construction. Membership often includes local officials and active community members.	

	<ul style="list-style-type: none"> • Encourage 6-year-old children to enroll in school on time , • Follow up on children's studying, • Raise awareness in the community on the value of education, and • Strengthen the relationship between the school and the community.⁵³ 			
	<p>Child Friendly Policy 2007, Dimension 5, The Participation of Children, Families and Communities in the Running of their Local School. Participation includes:</p> <ul style="list-style-type: none"> • Collection of children's work for student portfolios and community exhibitions, • Arrangement of social or mobilization activities to interest the community in the school, • Organization of a Student Council, and • Development of strategies by which the school can help families and communities. 	Children, families, communities	Community participation tends to be more apparent in NGO supported schools	
	<p>Global Campaign for Education, a program jointly sponsored by MoEYS and NEP Cambodia (GCE Cambodia, Aide et Action, VSO, World Vision, RAO, DAC, Hagar, Plan, Dycfec and UNESCO) works to inform communities about their rights and EFA, reduce the risk to children's wellbeing and thus foster positive changes in the community, reduce girls dropout, and to liberate women's and girls' voices.</p>	Communities, school-age children	<p>GCE started worldwide in 1999 Cambodia became a member 2007 working towards EFA 2015.</p> <p>GCE holds an annual campaign event. For 2010 it focused on education financing, and workshops across many provinces provided information about public financing to stakeholders. In 2011 the GCE will focus on women's and girls' education. Various storytelling activities will take place to promote EFA.</p>	In 2009 5,000 people participated in GCE Cambodia events.
CULTURAL PRACTICES				

⁵³ Interview Mr. Pech Bunna, Chief of MoEYS Primary Education Department, Phnom Penh, 11 February 2011.

40. Age of marriage	Marriage & Family Law , passed by the National Assembly of the State of Cambodia on July 17, 1989, ⁵⁴ aims to protect and ensure the equality of spouses in marriage. Article 5 says that a marriage may be allowed for a man whose age is 20 years or more and a woman whose age is 18 years or more. In a special case where a man is under 20 and/or a woman is under 18, a marriage may be legitimized, upon the consent by the parents or guardians, if the woman becomes pregnant. ⁵⁵	Citizens	In theory and according to the law, marriage should not have any effect on dropout unless the student is overage or pregnant. However, when girls reach puberty, generally in grades 8 or 9, parents often arrange for them to marry.	Because it is common practice to arrange marriages for younger girls, marriage does have an effect on dropout, although actual data on this could not be located.
41. Pregnancy	The Seth Koma Child Rights Program ensures the rights of the child and support for the mother.	Women of reproductive age, with especially vulnerable families, children in need of special protection, and people living with HIV/AIDS	<p>This program has led to the establishment of 130 Commune Committees for Women and Children (CCWC). Their members are trained in social, women and children's issues.⁵⁶</p> <p>There is no policy which prevents a girl from reentering school after giving birth, but in practice she tends to drop out. The Cambodian 'Women's Law' <i>Chbab Srey</i>, taught in households across the country, lays down gender roles and rules for women.</p> <p>SDPP is not aware of any programs to encourage girls to return to school, and it is most likely they would not return to primary or secondary, but they might return to a tertiary program.</p>	CCWCs are newly established, and it is not known if they have any effective means to support female students.

⁵⁴ From *The Compendium of Cambodian Laws, Council for the Development of Cambodia, UNDP Project CMB96-005 website* http://bno.com.kh/Cambodia%20Laws/100_LAW_Marriage%20and%20Family%20Law,%20Eng.pdf accessed 15 February 2011.

⁵⁵ http://bno.com.kh/Cambodia%20Laws/100_LAW_Marriage%20and%20Family%20Law,%20Eng.pdf

⁵⁶ <http://ochaonline.un.org/TrustFund/ProjectProfiles/SethKomaChildrightsCambodia/tabid/2119/language/en-US/Default.aspx> (Seth Koma "Child Rights" program).

42. Rites of passage/ cultural rituals	A very common occurrence in Cambodia is for poor families to decide to take their children from school to earn a living to add to the family income. This is particularly the case for girls. Chbab Srey , ⁵⁷ otherwise known as ‘women’s law,’ reinforces attitudes to take girls out of school for family support as it is not seen as important for them to receive an education.	Out of school children, particularly girls	NGOs often implement enrolment campaigns and school mapping exercises to locate out-of-school children, using funds from such programs as Child Friendly Schools.	The inequities of enrolment and completion are diminishing, so it could be assumed that such actions as gender responsiveness, school mapping and enrolment campaigns have helped to address the cultural tradition. ⁵⁸
OTHER				
43. Livelihood skills for parents	NGOs support livelihood projects to help parents earn extra income so they do not send a child to work instead of school.	Parents		

⁵⁷ Translation of Chbab Srey or women’s law <http://carpediemilia.over-blog.com/article-21656482-6.html>

⁵⁸ *Labor and Social Trends in Cambodia 2010*, National Institute of Statistics/Ministry of Planning/International Labor Organization, September 2010, p. 52 (PDF).

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